

**MINUTES OF THE
JOINT PUBLIC EDUCATION APPROPRIATIONS SUBCOMMITTEE MEETING
THURSDAY, JANUARY 29, 2004
ROOM 129, STATE CAPITOL BUILDING**

Members Present: Sen. Howard Stephenson, Co-Chair
 Rep. Gordon Snow, Co-Chair
 Sen. James Evans
 Sen. Karen Hale
 Sen. Lyle Hillyard
 Sen. Bill Wright
 Rep. Doug Aagard
 Rep. Duane Bourdeaux
 Rep. Judy Ann Buffmire
 Rep. LaVar Christensen
 Rep. David N. Cox
 Rep. Marda Dillree
 Rep. Glenn Donnelson
 Rep. John Dougall
 Rep. James Ferrin
 Rep. Karen Morgan

Staff Present: R. Michael Kjar, Sr. Fiscal Analyst
 Ben Leishman, Legislative Analyst
 Katrina Yarrington, Secretary

Public Speakers Present: Patrick Ogden, Assoc. Superintendent, Utah State Office of
Education
 Steve Laing, State Superintendent, Utah State Office of Education
 Pamela J. Atkinson, Community Advocate
 Tim Schultz, Utah Issues
 Rich Kendall, Commissioner of Higher Education

A list of visitors and a copy of handouts are filed with the committee minutes.

Committee Co-Chair Snow called the meeting to order at 2:20 p.m.

1. Minimum School Program - Mike Kjar, Legislative Analyst, discussed information in the FY 2005 budget books under Tab 9A - 9D. The following bullets shows the analyst recommended amounts:
 - The Analyst's recommendation for retirement and social security is \$233,345,816. This is \$605,852 more than the current year appropriation to provide for the increased costs associated with increased base funding. The Analyst recommends that if the student growth

is funded that the costs for Social Security and Retirement also be funded.

- The Analyst recommends \$56,245,567 for pupil transportation. This recommendation includes transportation funding of \$2,036,148 for the Schools for the Deaf and the Blind. The Analyst also recommends that if the Legislature increases the value of the weighted pupil unit that the funding for pupil transportation be increased also.

- The Analyst recommends \$15,308,708 for the Interventions for Student Success Block Grant program for FY 2005. This is the same as currently appropriated for FY 2004.

- The Analyst recommends \$57,426,623 for the Quality Teaching Block Grant program for FY 2005. This is the same as currently appropriated for FY 2004.

- The Analyst recommends \$21,824,448 for the Local Discretionary Block Grant Program. This is the same as is appropriated for the current fiscal year.

- The Analyst recommends total funding for Highly Impacted Schools in FY 2005 of \$5,123,207. This represents the same as the current year's level of funding.

- The Analyst recommends \$24,778,484 for the At-Risk Programs. This is the same as appropriated for FY 2004.

- The Analyst recommends \$5,826,865 for the Adult High School, and Adult Basic Education programs. This program was reduced by \$2,604,200 by the 2003 Legislature. The funds are distributed according to State Board Rules.

- The Analyst recommends \$8,695,104 for Accelerated Learning Programs for FY 2005.

- The Analyst recommends \$500,000 for the Electronic High School for FY 2005. This is the same as was appropriated for FY 2004.

- The Analyst recommends \$375,000 for the U of U Reading Clinic for FY 2005. This is the same as was appropriated for FY 2004.

Committee members discussed the information presented by Mr. Kjar and asked questions relating to these programs.

Steve Laing, State Superintendent, and Patrick Ogden, Associate State Superintendent, gave a brief presentation about Carry Forward Balances, and answered questions.

Pamela Atkinson, Community Advocate, and Tim Schultz, Utah Issues, participated in

discussion about Adult Education with committee members.

2. Joint Meeting with Higher Education Appropriations Subcommittee - Co-Chair Snow called the meeting back to order at 4:05 p.m. Rep. Johnson said the meeting was called to discuss the how the two subcommittees can work together to solve the remedial education problem.

Boyd Garriott, Fiscal Analyst, discussed a handout with the Analysts' recommendation that the Legislature thoroughly discuss the issue of funding remedial education for students admitted to a college directly from high school, but that are ill prepared for college level work. For more detailed information refer to Tab #3 in FY 2005 Budget Book. The following questions directed much of the discussion of the committee:

- (1) Would raising admission standards at the research universities send the appropriate signals to public education about student readiness for higher education? **(1) Yes**
- (2) Would raising the admission standards at the state's regional colleges and universities be appropriate? (Could it send the wrong message to the school about potential changes in role and mission?) **(2) Yes—people can get the wrong message if they wish.**
- (3) Should tax payers be charged twice for ill prepared high school graduates coming to higher education? (If not, then who should pay, the students or the high school from where he/she graduated?) **(3) No—the students should.**
- (4) What should be the policy for non-traditional students returning to higher education who need refresher courses? **(4) Offer the courses, charge for them, and make sure there is sufficient aid available.**
- (5) Should public education test students between the sophomore and junior years to allow time to prepare for college? **(5) Certainly, why wouldn't they? I think that track should be available.**
- (6) Should higher education and public education work together to determine competencies required to attend higher education? **(6) Absolutely**

Steven Laing, State Superintendent, Utah State Office of Education, and Rich Kendall, Commissioner of Higher Education, were both present to answer these questions and others.

A discussion about remedial education ensued. The committee concluded that a number of modifications in both public and higher education's admission policies and curriculum could help to reduce the amount of remedial instruction for entering college students.

MOTION: Rep. Ferrin moved that the committee embrace his answers (in bold above) to the questions, on the last page of the handout given by Mr. Garriott, as the response to the issue.

Co-Chair Snow held the motion, with discussion continuing.

Rep. Ferrin withdrew the motion.

Sen. Hillyard made two points in his comments. (1) He feels that there needs to be better communication between higher education institutions and public education institutions (specifically high schools). He also gave a couple of example situations dealing with remedial education, and (2) that we should have a high school diploma for those students that have prepared completely and a certificate of some kind for those that aren't so well prepared. Doing this will send a message to students and parents about education quality. Sen. Hillyard thinks we need to go back to where we expect certain things from high school education, and its students.

More discussion was heard among subcommittee members about the importance of higher education and the costs and standards of both high school and institutions of higher learning. The committee members made some suggestions including the use of competency testing, encouraging concurrent enrollment, revising high school curriculum for senior students, providing better training and materials for advisors and teachers, and to have higher education identify admission requirements more clearly.

MOTION: Sen. Hillyard moved to adjourn.

Co-Chair Snow adjourned the meeting at 4:55 p.m.

Minutes reported by Katrina Yarrington, Secretary.

Sen. Howard Stephenson, Committee Co-Chair

Rep. Gordon Snow, Committee Co-Chair